U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12AZ5

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mr. Donald Hiemstra

Official School Name: Copper Canyon Elementary School

School Mailing Address: 17650 North 54th Street
Scottsdale, AZ 85254-5869

County: Maricopa State School Code Number*: 5083

Telephone: (602) 449-7200 E-mail: dhiemstra@pvschools.net

Fax: (602) 449-7205 Web site/URL: http://www.pvschools.net/cces/Home.html

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. James Lee Superintendent e-mail: jimlee@pvschools.net

District Name: Paradise Valley Unified School District District Phone: (602) 449-2298

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Dr. Sue Skidmore

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12AZ5

All data are the most recent year available.

DISTRICT

1. Number of schools in the district (per district designation):
   - 31 Elementary schools (includes K-8)
   - 8 Middle/Junior high schools
   - 5 High schools
   - 0 K-12 schools
   - 44 Total schools in district
2. District per-pupil expenditure: 7041

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 11

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	42	49	91
K	67	60	127		7	0	0	0
1	57	49	106		8	0	0	0
2	56	46	102		9	0	0	0
3	63	54	117		10	0	0	0
4	47	46	93		11	0	0	0
5	47	59	106		12	0	0	0
					Total in Applying School:			742

6. Racial/ethnic composition of the school:

1	% American Indian or Alaska Native
9	% Asian
1	% Black or African American
8	% Hispanic or Latino
1	% Native Hawaiian or Other Pacific Islander
76	% White
4	% Two or more races
100	% Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 29%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2010 until the end of the school year.	184
(2)	Number of students who transferred ***from*** the school after October 1, 2010 until the end of the school year.	32
(3)	Total of all transferred students [sum of rows (1) and (2)].	216
(4)	Total number of students in the school as of October 1, 2010	739
(5)	Total transferred students in row (3) divided by total students in row (4).	0.29
(6)	Amount in row (5) multiplied by 100.	29

8. Percent of English Language Learners in the school: 3%

Total number of ELL students in the school: 27

Number of non-English languages represented: 13

Specify non-English languages:

Total number of English Language Learners (ELL) in the school: 27

Percent English Language Learners (ELL) in the school: 3%

Number of nonppEnglish languages represented: 13

Specify non English languages:

1) Spanish

2) Greek

3) Hebrew

4) Mandarin

5) Polish

6) Russian

7) Serbo-Croatian

8) Hindi

9) Telugu

10) Gujarti

11) Tamil

12) Amharic

13) Bengali

9. Percent of students eligible for free/reduced-priced meals: 10%

Total number of students who qualify: 73

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 10%

Total number of students served: 78

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

3	Autism	1	Orthopedic Impairment
3	Deafness	10	Other Health Impaired
1	Deaf-Blindness	23	Specific Learning Disability
0	Emotional Disturbance	33	Speech or Language Impairment
3	Hearing Impairment	1	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
1	Multiple Disabilities	1	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	1
Classroom teachers	26	4
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	10	5
Paraprofessionals	5	1
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	8	4
Total number	50	15

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 26:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	95%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**
Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in vocational training	0%
Found employment	0%
Military service	0%
Other	0%
Total	**0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☉ No

○ Yes

If yes, what was the year of the award?

PART III - SUMMARY

12AZ5

Copper Canyon Elementary School is part of the Paradise Valley Unified School District, which is currently the seventh largest school district in the state of Arizona with over 33,000 students. The school is nestled in the foothills of the McDowell Mountains in the northeastern section of beautiful metropolitan Phoenix, Arizona. Named for one of Arizona's greatest natural resources, Copper Canyon represents the invaluable resources our community brings to the education of Copper Canyon students. Our surrounding neighborhoods are primarily middle-class suburbs that provide the core of our student body, numbering seven hundred forty-one students. Copper Canyon Elementary is a school without boundaries, and we welcome students from all around our valley. We currently have four hundred and one open enrolled students, the largest open enrollment of any school in our district. Families come to Copper Canyon not just because we embody excellence in education, but also because Copper Canyon maintains a warm and welcoming environment.

The mission of every staff member and student of Copper Canyon is to be a part of an engaged, contributing community of learners. We are worthy of Blue Ribbon status because teachers and parents of Copper Canyon students challenge those students to use academic, artistic, physical and social skills to maximize potential and become productive, caring and responsible citizens who value themselves, respect others and take responsibility for their own actions.

It is our goal at Copper Canyon to maintain our status as an excellent school where all students can learn. Students demonstrate high achievement in a climate where they are appropriately challenged by rigorous curriculum and immersed in a quality, student-centered learning environment. Teachers and staff foster not only academic growth but, social, and emotional learning at Copper Canyon. At Copper Canyon, it is our hope to guide students toward becoming independent thinkers, self-reliant citizens, and twenty-first century learners. We envision students who work hard, respect others, and enjoy life.

The culture of Copper Canyon expresses an expectation that our students will understand what is required to achieve success in life and focus on the whole child through the Six Pillars of Character by the Character Counts Coalition. The Pillars are displayed on the wall of the main hallway for all to see when entering Copper Canyon. They are revisited at each awards assembly as well as during special programs such as our annual Veteran's Day Assembly. We teach character through real-life situations and by giving parameters, but with room to make choices and to learn from mistakes. Students in Kindergarten begin their day with the following affirmations, "I can be anything I want to be. I am an important person in this world. My attitude is the best and I can cooperate. I can dream dreams and make those dreams come true". These words and beliefs are threaded throughout our school community at every grade level. The students encourage one another to be the best they can be and that it is never too late to improve. This culture creates a positive atmosphere and sense of belonging in which students, teachers and staff work to achieve success socially, emotionally and academically.

Since opening in 1997, Copper Canyon has been awarded accolades of recognition that our mission is working. The school has received the "Excelling" label seven years in a row as a result of our exemplary test scores. Recently, the Arizona Department of Education ranked Copper Canyon with a grade of "A" through the state's new system of ranking schools based on student achievement. In 2010 our school was recognized as an "A+" school for overall excellence in education; a recognition also given by the Arizona Department of Education. These labels and scores push us harder as a staff, to not only maintain an outstanding environment for learning, but to integrate new ideas and go further beyond expectations.

Copper Canyon Elementary School is very deserving of the National Blue Ribbon Award for so many different reasons. Walking through the halls of Copper Canyon, there is an overwhelming sense of

belonging, a feeling of openness, warmth and respect for all that support each child in achieving the high expectations set forth by our learning community. At Copper Canyon Elementary School, students are encouraged to maximize their potential and become responsible citizens of the twenty-first century. Copper Canyon students can truly make a difference in our world.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Copper Canyon Elementary School administers the Arizona Standardized Testing Instrument test, to students in grades 3-6. In the spirit of No Child Left Behind, the only standard for schools to aim for is 100% of students meeting proficiency. Proficiency is defined as "Meeting" or "Exceeding the Standard." "Falls Far Below" or "Approaching" are the state levels below proficient that are school deems unacceptable. The reality of meeting that goal on an annual basis is extremely challenging, however, given the percent of students attending school with significant learning challenges whether they be cognitive disabilities, mastery of academic English as a second language, or limitations associated with socioeconomic factors. Despite the variables associated with our student population, we annually set the minimum goal of 90% or more of all students meeting proficiency on the AIMS test. Since 2007, Copper Canyon students have met that challenge in the subject area of Mathematics every year in grades three and four. Grade five has achieved this goal four out of five years with grade six students achieving it three years. This was especially notable in 2010 when Arizona and district proficiency levels declined approximately ten percent from 2009 because of substantive changes in the AIMS test. Yet Copper Canyon student proficiency levels maintained their high standing in grade three and actually increased in grade five.

In the area of AIMS reading, Copper Canyon students have surpassed the goal of 90% of all students attaining proficiency in every grade every year since 2007. In fact, in the twenty reading test sessions for the four grades since 2007, the 95% threshold of students meeting proficiency has been met or exceeded fifteen times. We are especially proud of these performance levels because our school community includes a special education subgroup that annually accounts for 10-20% of our test-takers.

B. Performance trends for the overall Copper Canyon Elementary School population can best be summarized as consistently high performing, as measured by the AIMS assessment. Grade three reading proficiency ranges from 94-98% of all students proficient since 2007; grade 4 from 93-99%; grade 5 from 94-99%; and grade 6 from 92-99%. In addition, grades 4-6 all achieved 98-99% of students attaining proficiency in 2011. Copper Canyon students also outperform the overall Paradise Valley student population district-wide in all grades. School performance levels have typically been 10-20% higher than district-wide totals. Mathematics results have also maintained high performance levels with Copper Canyon school proficiency levels typically surpassing district results by 15-20% and in 2010, Copper Canyon grade five math students outperformed district-wide totals by 25%.

Disaggregating the data and examining population subgroups provides a richer analysis of our school performance. Given the very small student counts in English Language Learners and Free/Reduced lunch students, performance gap analysis is problematic for these subgroups. The school's Special Education population, however, routinely comprises 10-20% of test takers. It is with this population performance that the school takes great pride in AIMS test outcomes. District-wide math proficiency for special education students is routinely 30-40% lower than all-student performance. For Copper Canyon, this gap is much narrower for math. In fact, special education students have met or surpassed the total district population math performance several times (2011- grade 6; 2010- grade 5; 2009 and 2007- grade 4; and 2008- grade 3). In AIMS reading, our results are even more remarkable, with special education proficiency levels meeting or surpassing both district and school totals multiple times across the grade/year testing sessions. For example, grade 3 AIMS Reading proficiency for Copper Canyon special education students exceeded the overall district population in both 2008 and 2010. Copper Canyon Grade 4 special education students outperformed the overall district population in 2007, 2009, and 2011. Similar performance results occurred for grade 5 reading in 2007, 2008, 2010, and 2011, and for grade 6 in 2008.

The achievement gap between all students and the special education subgroup was greater than 10% in several grade/subject combinations for 2011 within the school, however. This occurred in AIMS Math for grades three and four and AIMS Reading for grade four. To address this result, Copper Canyon teachers are identifying the specific AIMS Concept areas where special education students scored lowest on the AIMS tests and intensifying intervention strategies in these areas with small group and peer instruction, and additional support in Resource classes.

While disadvantaged populations undergo substantial gap analysis attention related to standardized tests, a school's highest performing students also require thorough examination. For the AIMS test, these are students whose scores fall into the "Exceeds the Standard" range. Copper Canyon students also represent themselves quite well in this level. District-wide Exceeding percentages have ranged from 9-22% across grades 3-6 reading since 2007. For Copper Canyon, these highest scores have ranged from 13-44% of total school scores. In the area of AIMS math, district Exceeding percentages extend from 25-39% of all scores. For Copper Canyon, these highest scores have comprised 34-74% of all scores across the grades since 2007.

Copper Canyon is a high performing school in both math and reading, having sustained our high performance for multiple years. This high performance is evident in both total school accomplishment and in the most prominent academically challenged subgroup. In addition, assessment results also reveal a school attending to the academic challenges of its highest performing students. We believe, and have demonstrated, that every student can succeed.

2. Using Assessment Results:

Copper Canyon employs three key assessments to evaluate student achievement and drive instruction: the Dynamic Indicator of Basic Literacy Skills (DIBELS), the Standards Aligned Measures (SAMs), and the Arizona Instrument to Measure Standards (AIMS). Each provides data that allows teachers to focus on individual student strengths and weaknesses in order to help all students achieve.

We administer the DIBELS reading assessment three times per year to K-3 students; scores are used to assess reading ability in the areas of oral reading fluency and retelling of the story. Teachers use test results as a guide for placement into leveled reading groups, as well as to determine the standard of academic support each student needs in order to meet grade-level reading benchmarks and become a successful reader. A student who reaches the DIBELS benchmark will require continued classroom instruction to continue success, while a student who falls below the benchmark, in the "high risk" area, may require intervention from a reading specialist to gain the skills needed to meet the benchmark.

The SAMs math and reading assessment is administered quarterly in grades 3-6. Online SAMs results are available immediately upon completion of the tests, permitting teachers to analyze specific performance objectives with which students may struggle, or to look at specific test questions that were challenging to individuals or to the class as a whole. Teachers use these results to improve and refine instruction. Scores are used as a means for differentiating instruction within a class or a grade level. For example, third grade teachers use the results as a guide to help place students into flexible math groups within the grade level; they take a group of students with similar performance results and differentiate instruction to the needs of the students. Students may move into different math groups as needed throughout the year.

Results from the AIMS assessment, given each Spring to students in third through sixth grade, are used to analyze achievement in reading, writing, math, and science. The principal evaluates results for each student and determines which students did or did not make a year's worth of academic growth. This information allows the school to focus on students who need extra assistance to make additional gains in learning. Using AIMS results, equal emphasis is given to those students meeting standards to help them meet our school goal of 100% of our students ultimately exceeding standards. Classroom results are analyzed to help teachers improve instructional strategies. The principal and teachers also select an

academic area the entire school can focus on to benefit all students, with staff members brainstorming and implementing strategies. When we see a gap or an area that needs attention, we create a plan of improvement that includes interventions.

One successful intervention strategy at Copper Canyon is free individual tutoring for students who test below grade level on the AIMS test; the tutoring is provided by a highly qualified teacher before or after school. This strategy allows us to individualize instruction, a key to the high performance our students demonstrate across subgroups.

At CCES, sharing assessment results and collaborating with parents on improving their child's test scores is one of our number one goals of the year. Our district has developed an on-line tracking system called PV Learners that allows constant updated information about individual progress. Through PV Learners, students and their parents can access grades, view missing assignments, attendance records, DIBELS data, SAMS Data, AIMS scores, and mid-term and end-of-quarter reports. This tool is vital to the communication of a student's progress.

Copper Canyon teachers work tirelessly to incorporate the information gleaned from assessment instruments to provide individual and differentiated instruction. The DIBELS and SAMS Data is provided to parents during parent-teacher conferences twice a year in order to assist parents in becoming partners in the child's reading and math progress. The final DIBELS and SAMs data is sent home at the end of the year with the school report cards. Teachers share DIBELS and SAMs results with the students when appropriate so that students may monitor their own growth and weaknesses. The DIBELS and SAMs data are also sent to the district office; however, it is not shared with the community, in order to protect individual student privacy.

We welcome the publication of AIMS data in local newspapers as well as on the district and school websites so parents and community members can track our success and support our efforts to improve. The spring AIMs testing results are shared individually with parents and sent home or mailed to parents. During the first staff meeting of the year the Principal informs the teachers of the AIMS results, then the principal meets individually with teachers about their classroom AIMS results. Finally, evening meetings are held to explain Copper Canyon AIMS results to parents and interested community members.

3. Sharing Lessons Learned:

In our district we have one full professional development day and six half-days throughout the year to collaborate with one another on ways to improve our teaching strategies. During these articulation times we are collaborating with teachers throughout the district and at our school site. We share teaching strategies across the curriculum in all core subject areas vertically and horizontally. The professional development days allow teachers to enhance their teaching skills to help students achieve to the best of their abilities.

Two major school-wide programs at Copper Canyon help students succeed: Study Island and Accelerated Reader. Over the past four years, our administrator and three teachers have met with administrators and colleagues from other district elementary schools and in-district schools to share information on how to implement these programs. One of the middle schools in our district purchased the program several years ago after seeing Copper Canyon's successes with Accelerated Reader.

Two members of our Technology Team recently spent a day at an elementary school taking with them iPads, Chromebooks, and iTouches to meet with teachers during their prep time. The team members shared viable apps, uses for the different equipment, and successful strategies, and answered questions in order to help the staff at this school better plan spending their technology funds.

Our teachers have taught district-wide in-services including discrete math techniques and Gifted Strategies. The Gifted Strategies course was open to all certificated staff throughout the district and is

required for a teacher to obtain a gifted endorsement through the state. Our strings teacher has been instrumental in providing training to new strings teachers within the district, and our speech teacher continually provides in-services for other speech pathologists. Many staff members are open to sharing and communicating the strongest techniques they've learned to improve student success.

Teachers who attend conferences return to provide in-service to our staff on the strategies and skills they have learned. These lessons have included such topics as the Six Traits of Writing, Professional Learning Communities, DIBELS administration, and others. By sharing with the staff the knowledge they gained, the entire professional community at Copper Canyon benefits, rather than a few.

Communication with others in our district is a great way to share our achievements and help other schools to be successful as well. Our staff believes that teamwork and community effort are not limited to the area within our own walls.

4. Engaging Families and Communities:

Copper Canyon's success is founded on engaging families and members of the community to increase student success. Our staff members work diligently to foster a positive home-school relationship so that parents see the importance and receive the benefits of becoming active members of our learning community. Relationships are fostered by weekly newsletters to the student body from the principal, email communication to parents on a regular basis, and through the development and maintenance of individual teacher websites and newsletters that are sent home or updated weekly. Classroom teachers have an open door policy for last-minute questions from parents or students. We communicate academic achievements through our online grading system, which is accessible 24 hours a day, seven days a week. We hold conference weeks twice a year, at which our teachers are available in the evening for meetings with working families.

Another avenue engagement is social gatherings. Our PTA hosts fantastic events such as Bingo Night, Movie Night, Fall Festival, and monthly Family Fun Nights at local restaurants. These evenings encourage positive, relaxed interaction between staff and families in a nurturing and friendly atmosphere. Copper Canyon families also participate in food and citrus drives to unite us to help non-school community members in need; we believe they promote student success by setting an example of positive, productive interaction between staff and families that is unrelated to academics.

The Copper Canyon Site Council, a group of staff, parents and community members who are interested in discussing and problem-solving issues regarding the school, meets regularly in formal discussion, planning, innovation and problem-solving sessions. Our PTA involves businesses in Family Fun Nights, which benefits both the school and our neighborhood businesses. Other events, such as Copper Canyon Science Week, invites experts to visit the school to provide information regarding scientific topics to all grade levels; these experts are often individuals who might otherwise never engage with our school community.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Copper Canyon uses data-driven instruction to differentiate instruction while adhering to the Arizona State Standards, and quality-teaching strategies are incorporated throughout all subject areas. Field trips, Foss Kits, literature studies, manipulatives and Project Based Learning enhance the delivery of classroom instruction.

Primary language arts lessons incorporate the Fundations Phonics Program, Harcourt Story Town and Write From the Beginning. Teachers enrich literacy through implementing read alouds, guided/shared reading, and writing. Intermediate grades use a combination of textbooks and novels where students work in literature groups to improve comprehension strategies. Students read for content and apply what they are reading to themselves and the world around them while also developing an understanding of literary traits. Daily writing occurs across all subject areas and is driven by the Six Traits, with incorporation of Thinking Maps to lead writers from idea to finished copy.

In the primary grades math standards are addressed through using the Math Fluency curriculum; a combination of cooperative learning and aggressive hands-on manipulative use. Small group instruction allows students more individual attention. The teachers are able to provide a stimulating environment, embed learning tasks throughout the day, and differentiate lesson planning and implementation. While concrete math concepts follow the curriculum maps in intermediate grades, the teachers provide active and project-based lessons that apply these newly learned skills. These activities allow for student voice and choice based on real life learning. Examples of activities are building a structure from a set of regular production plans and rocket building that emphasize engineering skills, critical thinking, problem solving, creativity, and self-direction. Many of these projects are science and mathematically based, providing a rehearsal of valuable skills used on a daily basis such as measurement, logic, collaboration, and abstract thinking.

Students explore the science and social studies standards through hands-on labs and technology-based projects during which teachers focus on using higher order questioning to engage students in discussions. In science, use of Foss kits fosters learning through exploration and experience and field trips enrich classroom learning. For example, the fourth graders take a 2-day field trip to Flagstaff, which ties in many standards including volcanoes, ancient Arizona cultures, weathering and erosion, and expository writing. In sixth grade, social studies is divided into several units that explore the ancient civilizations through research, and projects. Enrichment events include a visit to the Renaissance Festival for the Middle Ages, ordering Chinese lunch for the Chinese New Year, and holding a Greek Olympics for student participants.

Copper Canyon embraces other curricular areas. Visual and performing arts along with physical education are offered as special area classes for all students. Primary classes go to art and music weekly, while intermediate students are offered strings or band in place of music. The school also has two choirs for primary and intermediate grades, which meet before school hours to rehearse and perform for assemblies. Our P.E. teacher not only encourages health and athletics through daily lessons, but she also organizes Field Day for each grade level. She also leads a “sports club” after school two days per week so that students can participate in and further develop their interests in sports.

Technology is another highlight at Copper Canyon. All students attend weekly classes in our computer lab taught by our technology specialist. While all classrooms have some form of technological equipment, there are six classes, which have additional items such as MacBooks, iPads and iPod Touches, which are used daily for Project Based Learning experiences.

Teachers are dedicated to including lessons that foster critical thinking, collaboration, creativity and digital literacy to ensure that our students are becoming 21st century learners.

2. Reading/English:

The reading curriculum and instructional methods used at Copper Canyon are aligned to the Arizona State Standards. The goal is to provide exemplary instruction to all students so that they are able to read fluently with comprehension. The core-reading program implemented in all classrooms is *Harcourt Storytown*. This program was adopted by the Paradise Valley Unified School District because it provides scientifically based reading instruction in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Primary grades supplement their reading instruction with the Wilson Fundations systematic phonics program, also adopted by PVUSD. This program ensures that all students receive a strong foundation in phonics upon which to build comprehensive reading skills. Additionally, many teachers at all grade levels use literature sets for reading. Methods utilized at Copper Canyon for reading include both whole group instruction and guided reading groups, thus providing lessons and practice at each student's instructional level.

Beyond classroom instruction, students are expected to take ownership of their own reading development by participating in the Accelerated Reading (AR) program. In the AR program, students read independently at their individual reading level and take comprehension tests online, which provides students and teachers instant feedback into a student's ability to comprehend what is read. Students are expected to meet the required AR goal at each grade level (2-6). Parents are partners in AR and are the key to encouraging their child to read at home and take responsibility for meeting quarterly goals.

Copper Canyon provides additional support and instruction for students performing below grade level. First and second graders participate in the Reading Assistance Program (RAP). RAP classes meet for thirty-minute sessions four days a week with our reading specialist and an instructional aide. Third graders who need additional support are instructed with the Read Naturally program, which focuses on building fluency and comprehension skills. Intermediate students who fall below grade level are provided tutoring. This additional instruction and practice is provided until the student has demonstrated sufficient skills to work independently in the regular classroom setting.

Students who are proficient above grade level also receive attention. Primary students are challenged by placement in gifted-cluster classrooms. Intermediate students identified as gifted receive instruction through a pullout program with the school's gifted specialist. Finally, regular classroom teachers differentiate instruction and use project-based learning to best meet the needs of all learners.

3. Mathematics:

At Copper Canyon, the math curriculum is based upon Arizona Mathematics State Standards. Teachers use Essential Maps that are divided into quarters to guide their instruction so that all state standards are taught before the AIMs test in April.

In the primary grades the curriculum used is from Harcourt. Our primary teachers dissected the Harcourt program and aligned it to the Essential Maps, thus ensuring that all state standards are taught. Additionally, the primary teachers use a variety of hands-on approaches to learning. The use of manipulatives aides students in the understanding and exploration of mathematical concepts and teachers adjust the course load and pace for maximum retention.

In the intermediate grades, teachers build on student knowledge from primary grades to broaden student use of basic skills and concepts. Students participate in a variety of projects through which they practice building their math skills. These projects will often involve a final product that demonstrates the use of students' skills, as well as their logic, creativity, and self-direction.

Math concepts are also taught using technology. Students enjoy the use of personal or school computer devices to practice all of the state standards on Study Island, a web- based, math program. This program allows for the differentiation of student abilities because it does not restrict them to their current grade level. Further, our teachers encourage exploration of concepts through the use of websites, games and math applications.

For students struggling with math, Copper Canyon provides one-to-one tutoring either before or after school. This individualized assistance is often responsible for a student's progression to the next level on the state approved assessments.

The needs of students above grade level are also met in all grades. Kindergarten through third grade, follow the gifted cluster model, grouping gifted students in one class and filling the class with a heterogeneous mix of learners. Cluster classrooms, taught by gifted-endorsed teachers, explore advanced concepts that otherwise would not be introduced until later academic experiences. In fourth through sixth grade, students are provided with differentiated instruction. Also, gifted-identified students are placed with the gifted specialist for math classes.

4. Additional Curriculum Area:

Copper Canyon is an elementary school that values science. We believe that science not only teaches kids about the world around them, but it helps them learn the strategies to think critically and solve problems. The scientific method develops patience and inquiry, and allows students to develop effective communication skills when working with peers. At Copper Canyon, we approach science from a variety of mediums such as hands-on FOSS Kits, technology, and Science Week.

Every grade level from kindergarten through sixth grade completes one or two hands-on FOSS Kits each school year. FOSS Kits take several weeks to complete and consist of daily lessons with hands-on science experiments. These kits are directly aligned with the state standards and provide the materials for students to complete daily experiments. Students work in peer groups and use communication, questioning, and problem solving skills to work through the lessons.

In a unique collaboration, Copper Canyon has teamed with district high school mentors at the district's Center for Research in Engineering, Science and Technology) to engage students with the combination of Science and Technology (CREST), a high school dedicated to science, technology, engineering and math. The high school students in the program are part of a working laboratory that focuses on problem-based coursework, and teaches students to work as a team on shared projects. The high school students then introduce this program to Copper Canyon elementary students as a means to spark their curiosity and interest in science.

Science Week is an annual event designed to engage students in a variety of activities. Students are asked to create a new invention or experiment to present at the Science Fair. In addition, teachers at the school gather volunteers from the community to teach about how science influences their careers. In the past Copper Canyon has hosted such speakers as musicians who taught students about sound, Karate instructors who taught principals of balance, and animal experts who shared information on wildlife habitats and adaptations. Exposing students to career paths in the sciences provides a tangible connection to what they learn in the classroom. We also believe that learning from, listening to, and being respectful of occupational presentations builds character and helps to fulfill Copper Canyon's mission statement which"…focuses on challenging students to use a variety of skills to maximize potential and become productive, caring and responsible citizens who value themselves and respect others."

5. Instructional Methods:

At Copper Canyon, a variety of methods are utilized to differentiate learning for students. Although the level of expectation for student achievement is high, we provide a supportive environment where all

students can find success. In addition to our regular education population, our school consists of several subgroups including Special Education, Gifted, and ELL. Differentiation for each of these subgroups varies and includes a pullout resource; however, general classroom instruction is modified through using strategies and technology.

The Special Education department assesses students yearly and uses the results to drive instruction. A variety of multi-sensory programs are used to provide intervention for our students such as scaffolding, hands-on equations, and the integration of activities from established resources. Students are provided daily instruction with a resource teacher for their area of need (reading, writing or math) and are placed in the regular classroom for instruction in other subject areas. Modifications made in the regular classroom include teachers reading tests and lessons to individual students, shortening assignments, and using peer tutoring.

Teachers with gifted-identified students in their classrooms compact the curriculum to meet individual needs. Additionally, in the gifted pullout class Activity Menus and Project Based Learning are utilized. The gifted specialist encourages student to find new and innovative ways to show understanding of the curriculum. Minutes are recaptured, by reviewing concepts using programs such as L to J, music, movement, and technology.

Copper Canyon's ELL students meet daily with an endorsed ELL teacher. During that time, the focus is on implementing a knowledge base of English skills in speaking, listening, writing, and reading comprehension. Curriculum is differentiated within the regular classroom based on the ELL student's understanding of the given assignments.

Technology integration allows teachers to creatively differentiate and modify instruction. Online accessibility allows teachers and students, especially in intermediate grades, have a safe platform where they can create, collaborate and have access to presentation applications. In the primary grades, students are using the iPod Touch for a variety of reading fluency and math applications. Students are finding new and innovative ways to engage with curriculum using a variety of applications such as iMovie, Show Me, Keynote, Glogster, You Tube and Garageband. Students of all abilities are proud of their achievements and excited to share what they are learning with their families.

At Copper Canyon we strive to meet the needs of all our students in our diverse learning community.

6. Professional Development:

The PVUSD offers many opportunities for professional development throughout the year. Teachers log on to "Course Wizard", find a class that is being offered, and sign up for it. There are many platforms and topics to choose from, making obtaining training easier for teachers. Having a choice about training increases the likelihood that teachers will apply what they learned within their classroom, thus creating a better learning environment for their students.

Also, Copper Canyon's administration and staff collaborate with each other to meet the needs of the students. For example, two of Copper Canyon's teachers completed a 12-hour class focusing on the *6 Traits of Writing*. Afterward, the teachers shared what they learned in regards to exciting students about writing and using the six traits with fellow staff members.

School-wide, Copper Canyon administration and staff were educated in programs used to enhance methods of teaching content areas. Through these models, concepts are introduced in Kindergarten and carry through to sixth grade, thus allowing students to build upon prior experiences each year. The initial program introduced to teachers and students was *Thinking Maps*. The following year, the staff was trained on how to implement *Write From the Beginning*. This program utilized *Thinking Maps* to support students' organization skills when writing. Finally, *L to J* was introduced to the staff. Each teacher now

uses this program to meet the needs of their students, all while ensuring that students retain the standards they are learning during the current school year as well as ones they have previously learned.

This year the Copper Canyon Technology Committee started a Professional Learning Community. Weekly meetings are held with a teacher from each grade level and the gifted program. During this time, ideas are shared on ways to incorporate technology in the classroom using Project Based Learning Activities to increase student achievement. This committee also wrote a grant and was awarded iPods, MacBooks, and other technology tools to enable students to work in the classroom using 21st Century skills. Teachers focus on critical thinking, collaboration, problem solving and communication.

The staff members at Copper Canyon continue to learn new and best practices to grow as educators, explore exciting ways to teach our diverse community of learners, and share with colleagues new programs and ideas.

7. School Leadership:

Leadership within our school is a balance between parents, community, staff and students, delicately choreographed by the principal. A welcoming, positive, enthusiastic atmosphere pervades the school. School leadership is comprised of the Faculty Advisory Committee (FAC), the Site Council, and the Principal.

The FAC and Site Council are engaged by the principal to assist in making decisions. These groups include staff, parents and community members who discuss school issues, brainstorm solutions, and solve problems as a team. The Principal and Site Council work together to create a mission and vision for the school. Consequently, the Principal supports these by holding teachers accountable via classroom visits, observations, and training.

Foremost, the Principal believes all children can learn and he invites staff to embrace this philosophy. To support this ideal, professional development opportunities are offered, staff meetings are an open-forum of discussion, and the principal maintains constant visibility. He helps students grow socially, emotionally, and academically by promoting a nurturing environment that challenges and prepares students for the twenty-first century. Thus, he becomes a part of their education. For example, “Passport Academy” is a program through which intermediate students study and develop projects around different world countries. The Academy engages students outside of the classroom and is led by the principal himself.

Three programs help drive the Principal’s passion: Write From the Beginning/Thinking Maps, Accelerated Reader, and Study Island. He monitors the use of these programs by requiring teachers to turn in student/class-generated Thinking Maps, retaining kids for lunch recess who have not met their AR goals, and encouraging intermediate students to finish their Study Island goals by luring them with great rewards. Through close monitoring of student success in these programs, the Principal works alongside staff to help students achieve success.

Finally, the Principal has an open door policy and is a very caring individual. He always has time for a staff member, parent, or prospective family. In an effort to encourage student growth, parent involvement, and staff cohesiveness, the Principal attends all events within and outside of school hours, taking extra time to converse with families. Also, he plays outside with the students during recess, opens car doors for students in the drop-off lane, and even writes the sixth grade play every year. The school leader, our principal, truly enjoys children and does what it takes to make sure they are prepared for the twenty-first century.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: AIMS

Edition/Publication Year: Copyright 1997/2007-2011 Publisher: Pearson Ed. Inc./CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds the Standard	91	93	93	99	93
Exceeds the Standard	54	55	49	61	34
Number of students tested	95	104	98	110	94
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested	5	3	4		1
2. African American Students					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested	1	3	1	1	1
3. Hispanic or Latino Students					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested	7	4	7	4	2
4. Special Education Students					
Meets or Exceeds the Standard	65	75	73		73
Exceeds the Standard	33	19	27		13
Number of students tested	18	21	11	5	15
5. English Language Learner Students					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested	2	6	2	1	5
6.					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested					
NOTES:					

12AZ5

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: AIMS

Edition/Publication Year: Copyright 1997/Public. Yr 2007-2011 Publisher: Pearson Education, Inc./CTB-McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds the Standard	94	97	97	98	95
Exceeds the Standard	33	35	34	44	26
Number of students tested	95	104	98	110	94
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested	5	3	4		1
2. African American Students					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested	1	3	1	1	1
3. Hispanic or Latino Students					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested	7	4	7	4	2
4. Special Education Students					
Meets or Exceeds the Standard	71	94	73		73
Exceeds the Standard	11	10	9		0
Number of students tested	18	21	11	5	15
5. English Language Learner Students					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested	2	6	4	1	5
6.					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested					
NOTES:					

12AZ5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: AIMS

Edition/Publication Year: 2011/Copyright 1997 Publisher: Pearson Ed. Inc./CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Excceds the Standard	92	93	97	95	99
Exceeds the Standard	64	58	74	66	56
Number of students tested	102	99	105	103	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Excceds the Standard					
Exceeds the Standard					
Number of students tested	4	8	2	5	1
2. African American Students					
Meets or Excceds the Standard					
Exceeds the Standard					
Number of students tested			3	2	2
3. Hispanic or Latino Students					
Meets or Excceds the Standard					
Exceeds the Standard					
Number of students tested	9	7	2	2	2
4. Special Education Students					
Meets or Excceds the Standard	71	75	100	79	100
Exceeds the Standard	38	42	62	42	27
Number of students tested	21	12	13	19	15
5. English Language Learner Students					
Meets or Excceds the Standard					
Exceeds the Standard					
Number of students tested	1	5	1	3	1
6.					
Meets or Excceds the Standard					
Exceeds the Standard					
Number of students tested					
NOTES:					

12AZ5

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: AIMS

Edition/Publication Year: 2011/Copyright 1997 Publisher: Pearson Ed. Inc./CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds the Standard	99	94	97	93	97
Exceeds the Standard	43	30	30	26	19
Number of students tested	102	99	105	103	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested	4	8	2	5	1
2. African American Students					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested	1		3	2	2
3. Hispanic or Latino Students					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested	9	7	2	2	2
4. Special Education Students					
Meets or Exceeds the Standard	95	75	92	74	86
Exceeds the Standard	14	42	15	16	13
Number of students tested	21	12	13	19	15
5. English Language Learner Students					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested	1	5	1	5	1
6.					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested					
NOTES:					

12AZ5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: AIMS

Edition/Publication Year: 2011/Copyright 1997 Publisher: Pearson Ed. Inc./CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds the Standard	89	92	91	98	94
Exceeds the Standard	42	54	49	46	46
Number of students tested	101	101	102	106	106
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds the Standard	91				
Exceeds the Standard	18				
Number of students tested	11	2	4	4	2
2. African American Students					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested		3	2	1	
3. Hispanic or Latino Students					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested	8	2	3	2	4
4. Special Education Students					
Meets or Exceeds the Standard	82	92	59	92	70
Exceeds the Standard	45	36	28	25	30
Number of students tested	11	14	18	12	10
5. English Language Learner Students					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested	3	1	1	1	2
6.					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested					
NOTES:					

12AZ5

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: AIMS

Edition/Publication Year: 2011/Copyright 1997 Publisher: Pearson Ed. Inc./CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds the Standard	98	99	94	95	97
Exceeds the Standard	24	20	19	19	15
Number of students tested	101	101	102	106	106
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds the Standard	91				
Exceeds the Standard	18				
Number of students tested	11	2	4	4	3
2. African American Students					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested		3	2	1	
3. Hispanic or Latino Students					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested	8	2	3	2	4
4. Special Education Students					
Meets or Exceeds the Standard	100	100	65	91	100
Exceeds the Standard	9	7	11	8	20
Number of students tested	11	14	18	12	10
5. English Language Learner Students					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested	3	1	1	1	2
6.					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested					
NOTES:					

12AZ5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: AIMS

Edition/Publication Year: 2011/Copyright 1997 Publisher: Pearson Ed. Inc./CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds the Standard	94	85	96	94	89
Exceeds the Standard	49	49	46	49	40
Number of students tested	95	97	99	104	109
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested	2	5	4	2	
2. African American Students					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested	1	2	1		3
3. Hispanic or Latino Students					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested	7	4	2	4	5
4. Special Education Students					
Meets or Exceeds the Standard		45		63	45
Exceeds the Standard		42		18	9
Number of students tested	9	12	8	11	11
5. English Language Learner Students					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested					
6.					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested					
NOTES:					

12AZ5

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: AIMS

Edition/Publication Year: 2011/Copyright 1997 Publisher: Pearson Ed. Inc./CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds the Standard	99	97	95	95	92
Exceeds the Standard	24	13	14	25	17
Number of students tested	95	97	99	104	109
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested	2	5	4	1	
2. African American Students					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested	1	2	1		3
3. Hispanic or Latino Students					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested	7	4	2	4	5
4. Special Education Students					
Meets or Exceeds the Standard		82		100	64
Exceeds the Standard		0		27	0
Number of students tested	9	12	8	11	11
5. English Language Learner Students					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested	1		1	1	
6.					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested					
NOTES:					

12AZ5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets or Exceeds the Standard	91	90	94	96	93
Exceeds the Standard	52	54	54	55	44
Number of students tested	393	401	404	423	413
Percent of total students tested	100	100	100	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds the Standard	89	88	85	81	
Exceeds the Standard	13	16	7	18	
Number of students tested	22	18	14	11	4
2. African American Students					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested	2	8	7	4	6
3. Hispanic or Latino Students					
Meets or Exceeds the Standard	83	88	70	91	69
Exceeds the Standard	35	47	35	33	15
Number of students tested	31	17	14	12	13
4. Special Education Students					
Meets or Exceeds the Standard	75	72	77	80	74
Exceeds the Standard	35	32	34	29	19
Number of students tested	59	59	50	47	51
5. English Language Learner Students					
Meets or Exceeds the Standard		91			
Exceeds the Standard		0			
Number of students tested	6	12	4	5	8
6.					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested	0	0	0	0	0
NOTES:					

12AZ5

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets or Exceeds the Standard	97	96	95	95	95
Exceeds the Standard	31	24	24	28	19
Number of students tested	393	401	404	423	413
Percent of total students tested	100	100	100	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds the Standard	95	93	85	70	
Exceeds the Standard	13	11	7	10	
Number of students tested	22	18	14	10	5
2. African American Students					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested	3	8	7	4	6
3. Hispanic or Latino Students					
Meets or Exceeds the Standard	96	94	78	83	84
Exceeds the Standard	28	29	7	16	15
Number of students tested	31	17	14	12	13
4. Special Education Students					
Meets or Exceeds the Standard	89	89	75	87	80
Exceeds the Standard	10	13	9	16	7
Number of students tested	59	59	50	47	51
5. English Language Learner Students					
Meets or Exceeds the Standard		91			
Exceeds the Standard		0			
Number of students tested	7	12	7	8	8
6.					
Meets or Exceeds the Standard					
Exceeds the Standard					
Number of students tested	0	0	0	0	0
NOTES:					

12AZ5